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ABSTRACT

The Mary Reynolds Babcock Project (MRBP) is a school improvement effort implemented at the Winston-Salem/Forsyth County Schools during the 1990-91 school year. A total of 24 elementary school teachers, called visiting teachers, visited designated lab sites within the system for 2 weeks each to observe exemplary instructional programs and be trained in their use. Outstanding teachers, hired as permanent substitutes, taught in the visiting teachers' classrooms while they were away. This process ensured continuity and high-quality instruction while visiting teachers were being trained. Teachers and programs for designated lab sites were carefully evaluated. Being chosen as a clinical resident teacher provided recognition for exemplary teaching and included a chance to share skills with teachers anxious to improve their skills. MRBP offered clinical training for elementary teachers, created a tool for school-based management, and reduced teacher isolation. Teachers returned from their clinical experiences highly motivated and ready to make instructional changes in their own schools. Evaluation results indicate that they did make changes as expected. The project has been continued at district middle schools during 1991-92. Appendices compare MRBP with effective inservice practices, summarize program participants' responses, and describe the MRBP change process. (27 references) (Author/MLH)

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PRACTICAL SCHOOL IMPROVEMENT: THE MARY REYNOLDS BABCOCK PROJECT (MRBP) AT MOORE SCHOOL; WINSTON-SALEM/FORSYTH COUNTY (WS/FC) NORTH CAROLINA SCHOOLS

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Abstract

The Mary Reynolds Babcock Project (MRBP) is a school improvement effort implemented in the Winston-Salem/Forsyth County Schools (WS/FC) during the 1990-91 school year. A total of 24 elementary school teachers, called Visiting Teachers or VTs, visited designated lab sites within the system for two weeks each to observe exemplary instructional programs and be trained in their use. Outstanding teachers, hired as permanent substitutes for the MRBP, taught in the VTs' classrooms while they were away. This process assured continuity and high quality instruction while the VTs were away getting training.

Teachers and programs for designated lab sites were carefully evaluated. The choice as a "Clinical Resident Teacher" was recognition of exemplary teaching and offered those carefully-selected 24 teachers a chance to share skills with other teachers who were anxious to improve.

MRBP offered clinical training for elementary teachers, created a tool for school-based management, and reduced teacher isolation. Teachers returned from their clinical experiences highly motivated and ready to make instructional changes in their own schools. Evaluation results indicated that they did make changes as expected. The project has been continued on the middle school level for 1991-92.

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SETTING THE STAGE

Preface

Peter Drucker (1989) stated that we came into the 21st century about 1973; this also ushered in the change from the Industrial Age -- with its rust-belt factory, blind allegiance to "the company store," unions, industrial expansion and over-paid members of the executive suite -- to the Information Age -- with its emphasis on information, speed of change and technology/knowledge as new coins of the realm. This move is the logical consummation of Toffler's (1990) notion of the social shift from Muscle (Agrarian Age) to Money (Industrial Age) to Mind (Information Age). Senge (1990) has pointed out that most Industrial-Age industries are beset by seven "Learning Disabilities" as they face the uncertain, but inexorable, rapid change into the new era. As knowledge replaces money as a power perquisite, the Information Age can belong to education and education's beneficence in the same way that the Industrial Age belonged to the money, power and expansionism of business/industry and the military (Achilles, 1991). For education to be successful, educators must become more flexible and change-oriented; they must establish new training models for the future.

Except for revolution, most change has been slow -- and educators have been slower than many to change in this slow-motion world. Toffler (1990) notes that the new era is defined by rapidly useful knowledge, communications nets and hyper-speed change. "The 'gap' that must be closed is informational and electronic. It is a gap not between the North and the South, but between the slow and the fast" (p. 412). Educators must strike out boldly to lead into the 21st century, where slow-old models, patterns and processes of change are passé.

Introduction

If educators will take the lead in the new era of rapid change and If educators are serious about "site-based" decisions -- the moving of important decisions closer to those who are

affected by the decisions and who will implement the results of those decisions -- Then . . . .??? This If. . . Then condition remains unanswered. This important condition needs resolution, and quickly. The present study offers modest beginnings in seeking a reasonable solution to the problem through training.

This project (evaluated by an external evaluation team and found "successful") was supported by a grant to the local school from the Mary Reynolds Babcock Foundation (MRBF); the Foundation, after the positive evaluation results, funded an extension of the original idea and moved it from elementary into the middle schools. But we seem to have jumped ahead of an orderly presentation. We should save "in medias res" for Epics and start more mortal things at the beginning. In the beginning, the MRBF project developers recognized several elements key to education improvement (some are listed here):

1. Some teachers (Outstanding Teachers) have great ideas and skills and get very positive results from their teaching.

2. Others in the school and system could benefit from -- and would enjoy learning from -- these Outstanding Teachers.

3. Outstanding Teachers deserve recognition and reward for maintaining their excellence.

4. If classroom improvement will succeed, decisions about that improvement must come from persons at the classroom and building level(s) (site-based).

5. Usual "inservice" isn't very exciting or successful -- especially in creating change. It often is thought of as something done to people periodically -- like changing oil in the family car (Daresh, 1987). Successful inservice is not an "add-on"; it occurs during the day in the laboratory of the classroom (Appendix A).

6. Long-term training that might be successful normally would disrupt classrooms if the teacher were gone for extended durations.

7. School improvement should show up in quantitative and qualitative ways amenable to "evaluation" and documentation by an external group.

8. Some type of continuing "renewal" is needed if educators are to stay current and vibrant.

9. Education is a continuous process including communication and some change (as people learn); some social interaction change process (Havelock et al. 1969) might guide a new effort combining change, reward, inservice, etc.

Using these and a few other assumptions and ideas, some local teachers and a principal began to consider ways to solve some problems inherent in the assumptions and to bring the suggested results to fruition. The MRBP is the model they chose.

While school improvement occurs school-by-school, instructional improvement occurs teacher-by-teacher within schools. Although exemplary teaching may be occurring in one school, school and school-system personnel seldom have structured ways to recognize excellence and diffuse it throughout the system (or even throughout that school!). Inservice programs can assist. To avoid the pitfalls of typical inservice programs -- little involvement by participants, short-term programs, irrelevant activities, activities after school hours -- MRBP project directors sought to provide teachers with a clinical inservice experience. Situated cognition: The program would take place during the school day, meet specific needs of participants and their schools, and teachers would be actively involved in the implementation and evaluation process (Daresh, 1987).

Within the general goal of school improvement through teacher and instructional improvement, the project sought to obtain three objectives:

- Clinical training and improved inservice for teachers.
- Establish one model for school-based management (SBM).
- Reduce teacher isolation from colleagues and reward good teaching.

Winston-Salem Forsyth County (WS/FC) elementary schools (n=31) were invited to nominate themselves as exemplary sites in areas of instruction. Once the "lab sites" were chosen, exemplary or master teachers from those sites were selected to be Clinical Resident Teachers (CRTs) who received and trained a Visiting Teacher (VT) for two weeks. Visiting Teachers, chosen because of their interest in instructional improvement, left their host schools (host to innovation) for two weeks to learn in the CRT's class which became a clinical training site or lab. The host schools were beginning the process of change and improvement.

The WS/FC district hired two Guest Master Teachers (GMTs) to serve as permanent replacements for the VT exchange. The GMTs were outstanding teachers; students in the VT classes would not lose any instructional benefit due to the exchange and absence of the regular teacher for two weeks. Other project participants included the principals from the host and lab sites, students, parents, and the School Improvement Team (SIT) chair or Curriculum Coordinator (CC). These participants provided a support system for institutionalizing the innovation and assuring that implementation occurred, avoiding the "non event"(Charters and Jones, 1973; Hall and Loucks, 1977)). The general "flow" of activities appears in Figure 1.

Most instructional programs at the lab sites provided an holistic basis for instruction across the curriculum. Popular programs included a hands-on integrated program for K-1, higher-level thinking skills for grades 2-5, and multi-aged grouping with literature-based instruction for grades 4-5.

Evaluation

Project directors requested assistance from the Department of Educational Leadership at the University of North Carolina at Greensboro (UNCG) in evaluating the program. Two UNCG graduate students conducted an outside evaluation of MRBP. The primary purposes of the evaluation were to monitor processes and verify that the "events" occurred (e.g., Hall, & Loucks, 1977; Charters & Jones, 1973), to provide an external view/discussion of the project, to describe and summarize events, to study MRBP in relation to current practice and theory, and to provide general qualitative assessments based upon the accumulated evidence.

The evaluation team assessed the results using descriptive (qualitative and quantitative) processes. The primary goal was to determine if the project was successful enough for continuation and expansion. Evaluators assessed the impact of the project on specific populations, especially 1) students in the classrooms of VTs, 2) VTs, 3) CRTs. Evaluators mailed, with provision for anonymous response, straight-forward surveys with Likert-type responses and open-ended questions for each group -- VTs, CRTs, GMTs, SIT/CC, principals, parents. Participants completed these surveys immediately after finishing each rotation in the

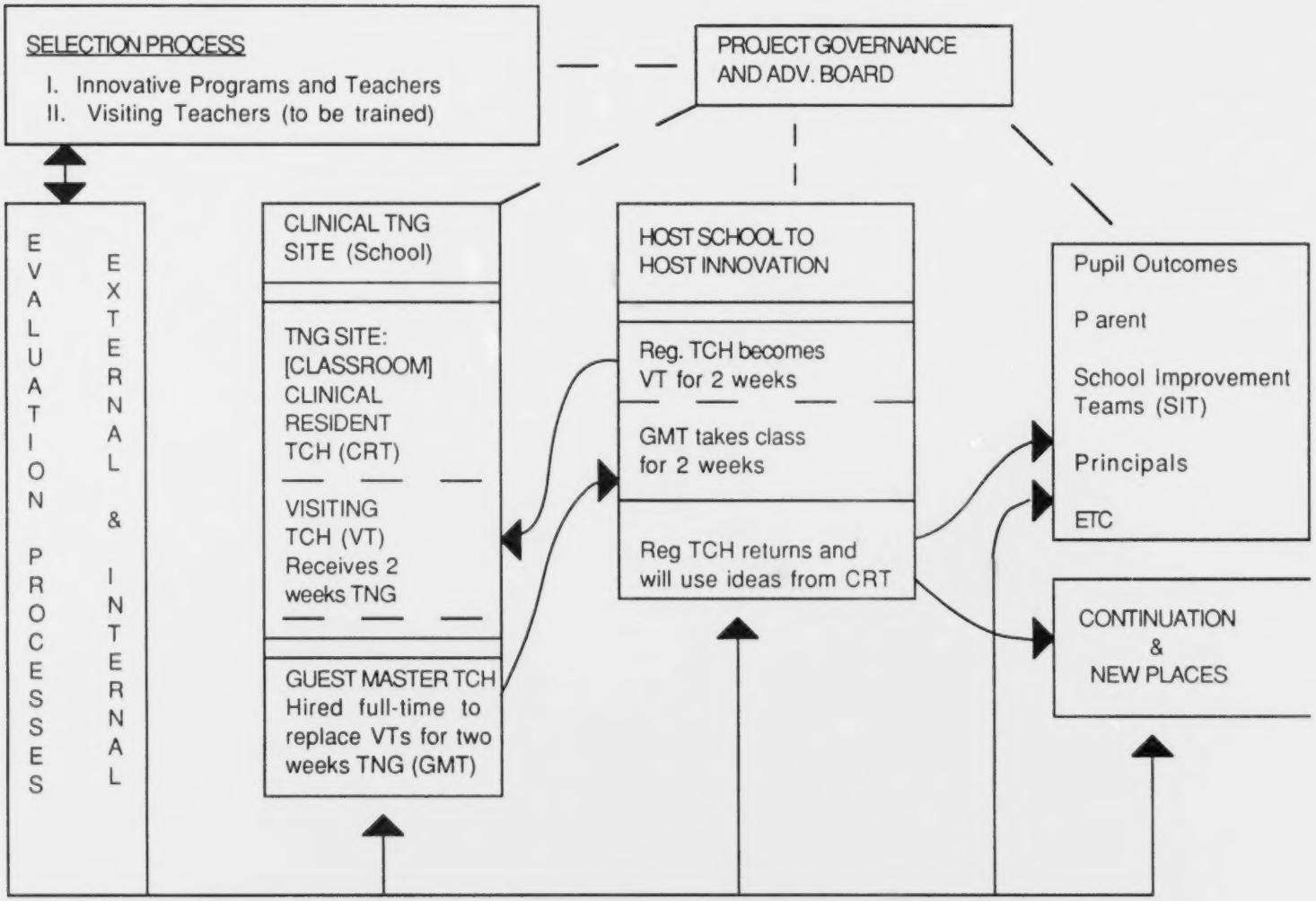
SELECTION PROCESS
I. Innovative Programs and Teachers
II. Visiting Teachers (to be trained)
PROJECT GOVERNANCE AND ADV. BOARD
EVALUATION PROCESSES
EXTERNAL & INTERNAL
CLINICAL TNG SITE (School)
TNG SITE: [CLASSROOM] CLINICAL RESIDENT TCH (CRT)
VISITING TCH (VT) Receives 2 weeks TNG
GUEST MASTER TCH Hired full-time to replace VTs for two weeks TNG (GMT)
HOST SCHOOL TO HOST INNOVATION
Reg. TCH becomes VT for 2 weeks
GMT takes class for 2 weeks
Reg TCH returns and will use ideas from CRT
Pupil Outcomes
P arent
School Improvement Teams (SIT)
Principals
ETC
CONTINUATION & NEW PLACES

Figure 1. A flow chart or scheme of the general processes of the MBRP in WS/FC schools (1990-1991). TCH = Teacher; TNG = Training.

training site. Evaluators also interviewed participants and some persons associated with, but not directly involved in, the project (e.g., primary reading teachers who served the VTs' classrooms) and videotaped many of these sessions. At the end of the school year participants completed another survey to assess the long-term effects of the program. Student progress was monitored by WS/FC personnel and MRBP administrators. Respondent comments are provided verbatim in Appendix B.

Evaluators also compared the project design to several models to assess the validity of the project's design. Models included Daresh's (1987) 12 ideas for inservice (see Appendix A) and several change/change-process models. This report primarily covers the MBR Project's processes, the MBRP model, results of surveys completed by participants and comments by on-site evaluators.

SHORT-TERM SURVEY/INTERVIEW RESULTS

Surveys for the six participant groups [VT (n=24), CRT (n=22), GMT (n=2), principals (n=15), parents (n=13), and SIT or CC (n=13)] focused on 14 areas of concern for the change process: pretransition logistics, posttransition logistics (debriefing), self preparation, preparation of others, communication, instruction, "climate," impact on students, School Improvement Plan, site selection, time at lab site, appropriateness of personnel, evidence of professional growth and evidence of personal growth. Not every group responded to all questions, as some items were inappropriate for some groups. Issues of communication, immediate impact on students, instruction, and climate were assessed by 2 to 4 questions each. The VTs' survey included the largest number of questions and was the only survey in which every issue was addressed. Verbatim open-ended responses for various groups are in Appendix B. [Most evaluation data are taken from the MRBP Final Evaluation Report (1990-91) by Egelson, Dickerson, Achilles, Epstein and Dockery-Runkel.] Survey responses were recorded and tabulated. Results of the Short-Term Effects Surveys are shown on Table 1. Data for Table 1 were derived by adding the total responses of "strongly agree," "agree," "uncertain," "disagree" and "strongly disagree" and computing the percentages. Due to the positively skewed

Table 1. Short-Term Survey Results
Percentage of MRBP participants who strongly agreed and agreed (AGREE) in the 14 areas of concern (1990-91). All percentages were above 50% for "AGREE."

	Visiting Tch (VT) n=24	Clinical Resident Tch (CRT) n=22	Guest Master Tch (GMT) n=2[a]	Principal n=15	Curriculum Coord (CC) n=13	Parent n=13
Pretransition	85	95	100	NA	90	NA
Posttransition	76	72	100	75	90	NA
Preparation - Self	83	95	100	NA	NA	NA
Preparation - Others	91	96	NA	100	NA	NA
Communication	86	91	100	100	91	NA
Impact on Students	70	68	100	91	91	88
Instruction	100	71	85	92	82	84
Climate	91	88	NA	100	NA	84
School Improvement Plan	100	NA	NA	80	73	NA
Appropriateness of Site	100	NA	NA	100	100	NA
Appropriateness of Time	95	NA	NA	61	NA	NA
Appropriateness of Personnel	86	93	100	73	56	NA
Professional Growth	100	73	NA	87	NA	NA
Personal Growth	100	82	100	NA	NA	NA

Participants completed this survey immediately after taking part in the project and mailed results back.
NA = Not Applicable. Some areas/questions did not apply to certain participants.
[a]The GMTs responded before and after each rotation, for a total of 20 responses.

results the table reports only the percent agreement (strongly agree plus agree) for each group for the 14 areas of concern. (No percents below 50% agreement were obtained, and only two below 70% were observed in all of the responses combined.)

Visiting Teachers (VT)

Overall, the VTs gave the project high ratings. They particularly praised the professionalism of the MRBP. The VTs valued the opportunity to detach themselves from their own school settings and immerse themselves in the lab-site programs. They experienced a sense of collegiality with the CRTs and with their partners from their own schools. The VTs were pleased that their students were being taught by capable professionals while they (the VTs) were at the lab site for two weeks of training. Several VTs mentioned that participation in the project had been a highlight of their career.

Interviews with VTs showed that for the first three rotations of the project not enough time was allowed for the GMT to debrief the VT. In addition, there was ambiguity about the specific functions each was to perform on the day that the VT returned to the regular classroom. Formative changes to correct these problems were made as the project progressed.

Guest Master Teachers (GMT)

The two GMTs responded to a survey twice for each rotation. There were five rotations. The GMTs' responses were positive in all areas. Some assignments were new to them -- e.g., kindergarten, severely handicapped -- but as "Master Teachers" they quickly adjusted to new situations. The GMTs praised the various school staffs for their support and commented that through project participation they had grown professionally and personally. Though GMTs were selected for the MRBP because of their exceptional instructional abilities, they seldom conducted workshops or demonstrations at their host schools because of time limitations. Whenever such workshops or sessions occurred, they were an added project benefit. In the future, time for these workshops should be part of the planned.

Principals

Principals were divided in their opinions about the types of teachers to recruit for the project: 27% disagreed or strongly disagreed about the appropriateness of personnel (from their schools) chosen to participate. They felt that they should have had more teacher participation information (i.e., awareness-level involvement: Appendix C) for the MRBP at an earlier date. Principals were less supportive (61% positive) of a two week time allotment for clinical training in comparison to the VT support (95% positive).

Some principals had only a basic understanding of the program; others were quite knowledgeable and enthusiastic. Several principals remarked that VTs returned to their schools highly motivated and ready to make changes. Since principal support for school-level change is important (e.g., Berman and McLaughlin, 1974, 1977) more principal involvement at early stages seemed warranted.

School Improvement Team (SIT) Chair or Curriculum Coordinator (CC)

The SIT/CCs gave very positive ratings in the areas of pretransition and posttransition, communication and impact on students. Like the principals, the SIT/CCs had some reservations and questions about the appropriateness of personnel (56% positive). Only 73% agreed that MRBP participation had contributed to achieving the schools' improvement goals. This result, as with principals, suggests that additional involvement and awareness activities may have been needed. (However, the 73% may be much greater than for "regular" inservice.)

Several SIT/CCs commented that the length of time the VTs spent at the lab site (2 weeks) was critical for participants to see the possibilities of change. "Such change was not surface, but philosophical." Real change does take time.

Clinical Resident Teacher(CRT)

While the CRTs' overall ratings were positive, about half mentioned the stress that they had experienced in their roles. A considerable amount of effort was demanded of these teachers. Their lowest rating (68% positive) reflected their concern about the effects of having a regular, full-time visitor in their classrooms. Another relatively low rating was in the area of

their own professional growth - 73% positive. There was some confusion among the CRTs about their roles and whether the VTs were in their classrooms to observe and/or to assist or just to be trained. Clearly, although the CRTs had volunteered, they still needed more preparation for their new role of teacher-of-teachers.

Parents

Initially parents expressed concern about having a "substitute" teacher (the GMT) in the VT classrooms for two weeks. For this reason, and also as a way to evaluate perceived results, students' parents were included in the survey. However, parents' responses to MRBP were quite positive. They appreciated having one master teacher in their children's classrooms rather than a string of substitutes. Parents mentioned that their children had adjusted well to having GMTs in their rooms. Finally, they stated that their children's teachers had returned with new and exciting ideas; they felt that this was beneficial to their children.

END-OF-THE-YEAR SURVEY

The VTs, principals at both sites, SIT/CCs, and CRTs were sent a five-question Likert-type survey at the end of the project year to get information about long-term effects of the MRBP. They could include additional remarks about the project. Principals and SIT/CCs were asked whether they would encourage participation in the MRBP in the future and whether participation had had a positive effect on instruction in their schools. The VTs were asked about professional impact of MRBP on them and changes in their instruction after participating in MRBP. The CRTs were asked about professional impact, the long-lasting effect of the program on them, and program participation in the future. Parents responded to several open-ended questions about the effects of the MRBP on their children and their children's teachers.

End-of-Year Survey Results

As with the short-term survey, questionnaires were mailed with provision for anonymous response. For whatever reasons (e.g., end of the year), response rate to this survey was not as high as to the earlier survey. Anonymous response did not allow analysis of "matched" responses, but such detail was not a purpose of the evaluation. Year-end responses helped to

confirm that planned activities did occur and the responses provided one "snapshot" of participants' attitudes. Open-ended responses appear in Appendix B by group and also by short-term and year-end surveys. Table 2 provides a summary of responses. Questionnaire response choices were strongly agree, agree, uncertain, disagree, strongly disagree. Response percents in Table 2 are the "agreement" indications obtained by summing the percent agree and strongly agree. Not all respondents responded to all question (thus the N/A option). Unless indicated otherwise and underlined discussion in the narrative is about the "agreement" level.

Visiting Teachers. VTs strongly supported MRBP. One hundred percent of them strongly agreed that participation in the program had had positive impact on them professionally; 90% strongly agreed that it had made a difference instructionally, and there was 90% agreement that the project benefitted "long-lasting" improvement.

Participation in the MRBP caused changes to take place at the host site as was hoped at the outset. Wrote one Visiting Teacher: "The instructional program at our school was completely changed as a result of this program." "We found ourselves assisting, exchanging and unifying our kindergarten program. We are sure this would not have been possible without the MRBP." VTs came back to their own schools ready to change old methods and procedures.

Principals. Eighty percent of the principals agreed that participation in the MRBP had had a positive impact on instruction in their schools. Ninety percent would encourage their teachers to participate in the program in the future, but only 60% thought that the MRBP would make a difference in the school's School Improvement Plan (SIP).

SIT/CC. One hundred percent of them strongly agreed that they would encourage teachers to participate in the MRBP in the future. All agreed that MRBP participation in the had had a positive effect on instruction in their schools. One wrote, "We changed our entire kindergarten program for a more appropriate style for 5 year olds." Participation in the MRBP led to change in the curriculum. "We expect that more of our first-grade children will leave first grade reading at or above grade level than ever before. "Ideas for integrating the curriculum shared by teachers at the lab site have dominated our plans for next year."

Table 2
End-Of-Year Survey Results
Percentage of MRBP participants who strongly agreed and agreed (agree) in the nine areas questioned (1990-91) after the project.

Question Areas	Visiting Tch (VT) n-10	Clinical Resident Tch (CRT) n=8	Principals n=10	Curriculum Coord (CC) n=9	Guest Master Tch (GMT) n=2	Parents
Professional growth	100	76	N/A	N/A	These responded after each rotation. See Table 1.	See Appendix B for the verbatim parents comments.
Personal growth	100	88	NA	NA		
Instruction:						
Improved	90	NA	80	100		
Modified (lab site)	NA	63	NA	NA		
Sch. Improvement Plans			60	89		
Receptive to lab site operations	100	63	60	77		
Long-lasting effect	90	NA	NA	NA		
Receptive staff	90	NA	NA	NA		
Participate again	NA	63	90	100		

Surveys were completed late in the project year and mailed back anonymously.
NA=Not Applicable. Some areas/questions did not apply to all participants.

Clinical Resident Teachers. CRTs were divided in their responses. They agreed (76% positive) that the MRBP had had a positive impact on them professionally; there was only 50% agreement as to whether their participation would have a long-lasting effect. They described the hard work involved in being a CRT, the satisfaction in working with fellow teachers, and their conflicting perceptions about their roles.

Parents. Only five parents returned the final survey, but their responses and remarks were generally positive. Parents felt that their children had benefited from having a GMT in their classrooms for two weeks. Regular teachers came back to the classrooms excited and ready to try new instructional techniques. The only weakness appeared to be in the area of communication. Although the "grade parents" were informed about the MRBP, parents of other children in the classes were not routinely informed.

Comparison of MRBP to Inservice Model

Appendix A shows in considerable detail the comparison of MRBP processes to the 12 characteristics of inservice practices (Daresh, 1987; Daresh and LaPlant, 1984). The MRBP addressed each of the 12. Participants were particularly impressed with the long-term, during-school hours but away from school nature of the training. The training related directly to teaching and employed observation, demonstration and "hands on" experience in real settings. This structure employed concepts of situated cognition or "cognitive apprenticeship (Prestine and LeGrand, 1991; Brown, et al., 1989; Perkins and Salomon, 1989) and of synergogy (Mouton and Blake, 1984) which combines the best elements of pedagogy and of andragogy.

On all comparisons of MRBP with the 12 characteristics of effective inservices, the MRBP was successful. There may be ways to make the model a bit more efficient; these details await further analysis.

Comparison of MRBP to Change Process

The MRBP had stated goals/objectives relating to change (school and instructional improvement) and to identifying new models of inservice. These goals suggested that theories

and constructs related to change and to communication might provide a theoretic framework against which to analyze and assess project operations.

In addition simply to offer inservice, the MRBP hoped that the VTs would 1) learn new things and 2) use in their daily teaching the new knowledge and skill (knowledge utilization). The persons doing the teaching or inservice, the CRTs, were actually teaching their classes in new ways (they were knowledge producers). In becoming transmitters of this new knowledge, they were "producer-driven" change agents in a social-interaction (Havelock, et al., 1969) change model that actively incorporated ideas from communication theory (e.g., Achilles and Norman, 1974; Achilles, 1986, 1988). Detail of that communication/change framework, including the various change theorists whose work contributed to it, are in Appendix C.

Essentially, the model suggests that as a person gets closer and closer to actual use of an innovation, the person passes through three steps or stages, each with its own combination of communications elements: message, medium or channel, sender or transmitter, and audience or receiver. As one moves closer to using an innovation the communications process moves from impersonal, mass-communications processes (dissemination), to two-way, question-and-answer and observation activity (demonstration), to individual practice (with one-to-one help and coaching) as the person actually adapts/adopts the new activity (use). These general stages have been named slightly differently by different researchers and theorists (Appendix C).

Generally the MRBP activities proceeded from dissemination (awareness) to demonstration (trial, skill-building), to adoption/adaptation (use back in the regular classroom). Figure 2 shows representative MRBP activities and processes in the appropriate spaces (suggested by the model).

Review of the questionnaire responses and open-ended comments suggests areas where the project could be improved. Principals and others wished to have more information about MRBP sooner, and to have more input for VT and CRT selection. Parent respondents also indicated a need for more "awareness."

Change Level(s)	Transmitter(s)	Message	Medium	Audience
I	MRBP Staff Newsletter Proposal	A new project Improved inservice. Call for exemplary teaching/projects.	Formal and informal Print. Word-of-mouth; meetings; dissemination	WS/FC teachers and administrators.
II	GMTs CRTs	New ways of doing things Learn new skills	Lab-site. Demonstration. GMT in "Host" schools/. classes to initiate change.	VTs "Host" schools
III	GMTs CRTs	Transfer of skill (VT now has new skills)	Regular classroom teaching/coaching.	Pupils, parents VTs (for follow-up) Project/(Evaluation)

Figure 1. Communication/change matrix (see Figure 3 of Appendix C) with MRBP elements included.

The GMTs indicated that they were not used to provide inservice at the "host" schools and that persons there really did not know much about them or MRBP (more unawareness!). The CRTs and GMTs wished that they had more opportunity to help the VTs get the new ideas firmly into place once the VTs arrived back at the home or "host" schools. This level of help would be level III, Adoption/Use.

Conclusion/Discussion

The MRBP is a workable and successful inservice model. The a program reduces teacher isolation and builds collegiality, demands active participation, provides for permanent substitutes in a cost-effective manner, and meets the needs of individual teachers and schools. As the compilation in Appendix A shows, the MRBP addressed in a positive way each of Daresh and LaPlant's (1984) 12 important considerations for successful inservice.

Earlier and more intense involvement -- more attention to pre-planning and to information sharing (Level I, Awareness -- Appendix C) may have been warranted. Time and structure for GMTs (and dissemination for VTs after their training and return to their schools) should have been built into the project at the design stage. Some Level II effect (Appendix C -- demonstration) was lost due to this oversight. Problems with communication and role ambiguity can be resolved by project directors. MRBP will be continued next year in WS/FSC and expanded to the middle school level.

Insights into the strengths and weaknesses of a project that is a major departure from regular ways of doing things (in this case, delivery of inservice and testing a new model for school change and improvement) are often obtained from the comments of participants. All project participants were given formal (questionnaire and open-ended questions) and informal (interviews) opportunities for feedback. Two evaluators spent considerable time observing project activities, visiting with people associated with the project and interviewing VTs, CRTs, GMTs, principals, parents, CCs or SIT representatives. A review of summary and verbatim comments in Appendix B provides context and a "feeling" about this project. Generally, the MRBP gets high marks; it did demonstrate a successful inservice and change model.

Early involvement of principals in selection of VTs and of innovative programs and teachers (CRTs) may have helped the project get a better start. If the idea continues and becomes part of "regular" inservice programming, some more formal, structured and prestigious process for nominating, selecting and evaluating the "exemplary" programs and teachers (CRTs) needs to be instituted. This will help define the inservice model's role and formalize the change.

As is often the case with externally-supported projects, the rush to meet deadlines and to get things going interfered with meticulous attention to detail in communication, advance information, and involvement of all who thought that they should be involved. (Some of these concerns are evident in interview responses and open-ended comments.) Project directors can work on details of role ambiguity and on resolving communications and involvement concerns.

The generally positive results of the MRBP in the elementary grades resulted in continuing support for project efforts in 1991-92. During the second year, the focus will be on school and instructional improvement at middle schools. Since the model has been determined as effective (although there need to be adjustments to increase efficiency), no additional evaluation of the model seems needed at this time.

At a discussion of this project at the 1992 American Association of School Administrators (AASA), Dr. Larry W. Allen (Superintendent, Jessamine County, Kentucky Schools) noted the possibilities of using this model to involve actively the cadre of recently-retired, excellent teachers. He saw their role as especially important in the Visiting Teacher (VT) component, but also valuable in other ways. Their active involvement has the potential 1) to reduce costs and 2) to allow expansion of the project, among other benefits.

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Appendix A

Comparisons of MRBP with Characteristics of Effective Inservice Practices (Daresh and LaPlant, 1984).

Daresh and LaPlant	MRBP
1. Effective inservice is directed toward local school needs.	1. Project directors chose lab sites based on school instructional needs.
2. Inservice participants are actively involved in the planning, implementation, and evaluation of programs.	2. CRTs planned and implemented programs at the lab sites. All participants evaluated the MRBP.
3. Effective inservice is based on participant needs.	3. School Improvement Teams determined school instructional needs.
4. Active learning processes, rather than passive techniques such as lectures, characterize effective inservice.	4. MRBP was a clinical experience (situated cognition or cognitive apprenticeship).
5. Long-term systematic staff development plan is more effective than a "one-shot," short-term program.	5. There were five 2-week rotations for VTs during the year. MRBP was expanded to the middle school in second year.
6. Effective local school inservice is supported by a commitment of resources from the Central Office.	6. Administration wrote the grant requesting project funds. They coordinated and supported the MRBP.
7. Effective inservice provides evidence of quality control and is delivered by competent presenters.	7. CRTs were chosen via demonstrated teaching abilities; VTs because of interest. Staff and outside evaluators monitored MRBP.
8. Successful programs enable participants to share ideas and assist one another.	8. A sense of collegiality developed among VTs, GMTs, and CRTs.
9. Inservice programs are effective when designed to address individual participant needs, interests, and concerns.	9. VTs interested in trying new instructional techniques.
10. Rewards and incentives, both intrinsic and extrinsic, are evident to program participants.	10. Feedback from MRBP participants indicated awareness of intrinsic and extrinsic rewards.
11. Inservice activities are provided during school time.	11. GMTs substituted in VTs' classrooms so VTs could attend lab site.
12. Effective inservice evaluation is accompanied by ongoing evaluations.	12. Participants completed short-term and long-term evaluations. Evaluators were selected at the project's beginning.

APPENDIX B
SUMMARY OF AND SAMPLE VERBATIM RESPONSES TO OPEN-ENDED QUESTIONS ON QUESTIONNAIRE FOR RESPONDENT GROUPS
SHORT-TERM SURVEY COMMENTS

Principals

Summary

Four (of 15) principals expressed some confusion about the type of person to recruit for the project and thought they should have had more information sooner about selection of people to participate.

Verbatim Comments

- I had teachers apply to be visiting teachers but they were never invited.
- Professional growth was experienced by the presenter as well as the participants.
- A representative from the host school needs to attend the initial meeting with participants, principal, and Guest Master Teacher.

Clinical Resident Teachers (CRT)

Summary

Several Clinical Resident Teachers mentioned that they should be paid for their services. One noted that the Visiting Teachers were well-prepared and enthusiastic. Others suggested that VTs spend time in more than one setting.

Verbatim Comments

- Adequate preparation time should be given to both the resident and visiting teacher.
- This program is one of the best this school system has initiated.

Curriculum Coordinators (CC)

Summary

One CC expressed concern over he school's late notification. Another commented on the limited amount of time teachers were given to apply and prepare for the visitation.

Verbatim Comments

- The length of time is important for teachers to really see the possibilities of change; that change is not surface, but philosophy.
- Our teachers thoroughly enjoyed the MRBP experience.

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Visiting Teachers (VT)

Summary

This group, the target group for the project, had the most intense responses both to the anonymous questionnaire and in the personal interviews. At several schools, VTs asked for private time with the evaluator to talk "off the record." Primary teachers had strong sense of ownership of the students they left behind. In the first round, the primary teachers felt a sense of loss at having to leave their students so early in the year. Primary teachers were most insistent on certain routines being maintained during their absence and expressed displeasure if these academic and/or disciplinary routines were not observed.

In the final round, teachers felt some stress at leaving with all the responsibilities of end-of-year closing. Some visitation days were wasted because of concerts, field day, etc.

Primary teachers had the feedback from their primary reading teachers (PRTs) that elementary teachers did not. Those PRTs who commented during interviews praised the GMT's skills and relationship with the students. Some PRTs reported being confused about their role with the GMT. Accustomed to sharing disciplinary and instructional duties with the regular teacher, they reported that they had little or vague communication with the GMT as to her expectations. They felt they had too little to do.

The VTs overhwhelmingly (96%) strongly agreed that the time spent at the lab site was adequate. They generally articulated the need to have time to detach from their own classroom responsibilities and immerse themselves in the new setting. They also usually stated that going in twos was most beneficial. They all praised the CRTs and staffs at the lab site. Several asked to revisit periodically during the year. Those who visited the Children's Center were critical of being asked to serve as substitute teachers when a CRT was ill.

All praised the professionalism allowed them by having a GMT. Few were compelled to have contact with the GMT during the lab visit. Many compared this experience with the unpleasant pressure of preparing for a substitute or meeting in a workshop after school hours.

Both VTs and GMTs reported anxiety over the tight scheduling of the GMT that did not allow proper time for briefing and debriefing. Whenever holidays or workdays fell during this time, there was a special dismay. There continued to be a problem with the transition of the VT back into her classroom. In rounds 2 and 3, the VT came back expecting to observe the GMT for a day. This seldom occurred and the VT found herself assuming responsibility for the class with no preparation because the GMT stayed only one or two hours. In round 4, this problem did not emerge.

The VTs had the strongest endorsement of MRBP with 100% strongly agreeing that they would recommend the program to others. Several wrote long letters of endorsement.

Some Verbatim Comments

- It gave me the opportunity to observe a total program.
- I had the opportunity to ask questions, reflect.
- I realized that a wonderful opportunity I had to adapt the lab experience to my personal needs.
- Wonderful!

- I greatly enhanced my professional growth. It. . .really gives teachers an opportunity to learn new and innovative teaching strategies.
- I was able to put what I learned into practice.
- The MRBP is an excellent opportunity for teachers in the system to see other teachers at work.
- This experience is one of the highlights of my career. I couldn't give this program high enough marks on the survey.

Guest Master Teachers (GMTs)

There were only 2 GMTs, but they were busy all year and completed questionnaires after each rotation.

Summary

Their comments included anxiety over time required for kindergarten preparation, the exceptional education assignment, great anxiety over tight scheduling that did not allow them sufficient time to debrief the VT and to return materials and resources gathered for a particular teaching assignment.

They praised staff for the support given them everywhere they went and remarked on their own personal and professional growth.

They were unable to offer after school demonstrations/workshops until after January, and then seldom. Most interviewees in the participating schools expressed regret that by the time they knew of acceptance into the MRBP, their calendars had already been set for inservice, school improvement meetings, etc. Several schools invited the GMTs to return in the spring to conduct workshops in their areas of expertise.

Verbatim Comments

- I was happy to have had the opportunity to work with one of the programs the visiting teachers reviewed.
- It was an enjoyable experience.

Parents

Summary

Parents reported "I feel comfortable" telling others about MRPB 88% (strongly agree and somewhat agree) of the time.

Parents' Verbatim Comments

- My child benefited socially. He does not like change. This situation helped him be comfortable with another teacher.

- This was a great honor for the teachers.
- It was exciting to see an already outstanding teacher return to school with new, exciting ideas.
- Anytime a teacher grows, a child grows.
- I appreciated having a master teacher instead of a string of substitutes.
- (My child's teacher) has great potential. This enabled her to make needed changes in class structure, content and organization.
- Mrs. XXX was an absolute jewel.
- When can more teachers go?
- We were told that the other parents would receive a letter explaining the program. We found later they did not. I think this would make a transition like this easier for everyone. I believe the ideas that come out of this program are wonderful.
- A lunchtime parent meeting about MRBP would be helpful. If that's not possible, perhaps a letter mailed home to the parents would keep us informed.
- Although I believe students teachers and "Master Teachers" give variety to the classroom in teaching techniques, I also feel it may delay the diagnostic teacher process, especially in a case where a child may have special needs. These classrooms should have a strong primary reading teacher to help with a smooth transition.

SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS ON
QUESTIONNAIRE FOR 5 RESPONDENT GROUPS
VERBATIM LONG-TERM SURVEY COMMENTS

Principals' Comments

1. This program offers exciting possibilities for collegial learning, but needs to be expanded to broaden benefits to more persons.
2. We would now like to offer some of our exemplary programs as lab sites.
3. Our Visiting Teachers return from the host sites highly motivated.

Clinical Resident Teachers' (CRT) Comments

1. I was not comfortable with the way the Visiting Teacher attempted to take over, instead of observing our routine.
2. Even though it was a positive experience, I have never worked as hard in my life.
3. Sharing ideas with other teachers is always rewarding.

Curriculum Coordinators' (CC) Comments

1. We changed the entire kindergarten program for a more appropriate style for 5 year olds.

2. The Guest Master Teachers did a marvelous job of working with the team and the assistants -- and the challenges of severely handicapped students.

3. We expect more of our 1st grade children will leave 1st grade reading at or above grade level than ever before. The ideas for integrating the curriculum shared by the teachers at Cash have dominated our plans for next year.

4. Other teachers have heard first hand how great the MRBP was and want to try it next year.

Visiting Teachers' (VT) Comments

1. I have more confidence in venturing into other areas.

2. Our instructional program was completely changed as a result of this program.

3. I have become braver at trying different methods.

4. The staff we observed was exceptional in that they worked at a relaxed, natural pace. They demonstrated that we could accomplish school-wide goals with less stress.

5. We found ourselves assisting, exchanging and unifying our kindergarten program. We are sure that this would not have been possible without the MRBP.

6. It has changed my teaching methods and classroom procedures.

7. Our team strongly received our ideas. Others were more interested in the program.

8. I think the MRBP should allow Visiting Teachers to observe classrooms our of their teaching areas.

9. The best way for teachers to learn and improve is to experience and watch someone else.

10. MRBP gave me new professional contacts. I feel better as a teacher when I am learning and growing.

APPENDIX B continued

SUMMARY OF RESPONSES TO LONG-TERM OR YEAR-END QUESTIONNAIRE

All 10 VT respondents strongly agreed that their participation in the MRBP had a positive impact on them professionally, and 80% strongly agreed that MRBP participation had made a difference instructionally in their classrooms. Only 40% of the VTs strongly agreed that their faculties had been receptive to the new ideas they had brought back from the host site.

Since the VTs were the real "target group" for the training in change, and since their schools (host schools) were the "hosts" for the innovation, the summary and verbatim comments of this group are particularly insightful. Appendix B contains fairly extensive representations of comments from VTs.

Of the 10 principals who responded to the final survey, 30% strongly agreed and 50% agreed that participation in the MRBP had a positive effect on instruction in their schools; 50% agreed that participation had contributed to School Improvement goals. Forty percent strongly agreed that their school was now more receptive to lab-site experiences, and 90% strongly agreed that they would encourage teachers to participate in the future.

Nine Curriculum Coordinators responded to the final survey. Six strongly agreed that MRBP participation had a positive effect on instruction in their schools. Five (56%) respondents agreed that MRBP participation had contributed significantly to the achievement of their School Improvement goals, and 44% of the Curriculum Coordinators strongly agreed that their schools were now more receptive to lab-site experiences. All nine strongly agreed that they would encourage teachers to participate in the MRBP in the future.

Eight Clinical Resident Teachers (CRTs) responded to the final survey. Three (38%) strongly agreed that their MRBP participation had a positive impact on them professional; another three agreed to this statement, and 50% (n=4) agreed that they had grown personally from the MRBP experience. Responses varied on the question of while serving as Clinical Resident Teachers these outstanding teachers had modified their classroom activities. Three agreed that they had modified their classrooms; two were uncertain and three disagreed with the statement. There was also a range of responses to the question of being receptive to lab-site experiences in the future: five of eight agreed with the statement, two were uncertain and one disagreed. Half (50%) of the respondents were uncertain as to whether their participation in the MRBP would have a long-lasting effect on them. Although 75% of the CRTs said that they would participate in the MRBP again, 25% said they would not.

APPENDIX C
A SYNOPSIS OF CHANGE PROCESS:
MRBP PROJECT*

Administrators wear two hats. As managers they maintain a productive status quo and conserve useful and facilitative policies and procedures. As leaders they seek to change policies, procedures and goals in response to or in anticipation of internal/external concerns, issues or problems. Teacher "renewal" and change are part of the leader role.

Successful leaders plan for change; they use research about change to guide their actions and monitor their progress in planned change efforts. The MRBP of WS/FC schools built upon one conceptual model of the change process that is applicable in many education settings. There are other models, and the "social action" (Havelock, 1969) model developed and used in this project borrows from some of them. This model used in MRBP builds on elements of education, teaching, communication and change (learning).

Various authors, researchers and theorists have written about change, often using different terminology to discuss and describe some seemingly similar aspects of "steps" in the change process. For example, Rogers (1962) spoke of five change-process steps (awareness, interest, evaluation, trial and adoption); Rogers and Shoemaker (1983) used a three-step conceptualization (knowledge, persuasion and decision, confirmation); Berman and McLaughlin's extensive study of education change (1974, 1978) employed three stages (initiation, implementation and incorporation). Achilles and Norman (1974) reviewed the similarities in several of change-process steps and suggested a three-stage process that seemed well-suited for education settings and that combined important elements of communication theory. Achilles (1986) refined this model and related it to teaching and learning; in 1988 he adapted the model to preparation programs for education leaders, and Achilles, Wayson and Lintz (1989) used this model in developing public confidence in education. There are some similarities between this conceptualization and the change types expressed by Bennis, Benne and Chin (Bennis, et al., 1969). They named their types 1) rational-empirical, 2) normative-re-educative, and 3) power-coercive.

Whatever they are named, there seem to be at lest three definable steps or stages in a change process. Throughout these steps there are useful elements of communication theory and processes that can be planned, organized and used to advance the change process. The education administrator can use the proposed model to conceptualize and manage the education improvement or change, and can employ the related communications ideas in working with those involved in and influenced by the change process. The three "stages" described here are not really discrete stages, but are separated for analysis and discussion ("conceptually independent but phenomenally interactive," Getzels and Guba, 1957). The descriptions of stages should convey ideas or concepts inherent in the stages and not be a considered "definition."

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* Mary Reynolds Babcock Project, M. Epstein, Director, Moore School, Winston-Salem, NC. This model provided a theoretic framework and conceptual basis for the plan and structure of the change effort. Part of the evaluation compared the project's actual structure and processes with the theoretic considerations.

Level I	Level II	Level III
Awareness, Interest	Trial, Evaluation	Adoption, Adaptation
Knowledge, Cognition	Persuasion, Decision	Confirmation, Use
Conceptual Control	Skill Development	Skill Transfer
Initiation	Implementation	Incorporation
Dissemination	Demonstration	Diffusion
Cognitive	Cognitive, Affective	Conative-Psychomotor

Figure 1. Three stages or levels of change process with descriptors of the levels derived from various sources (Levels of Change).

Major components of communication include: message, sender or transmitter, channel or medium, and receiver or audience. A feedback loop completes the circuit and allows for adjustments and verification. A basic model of the communications process is in Figure 2.

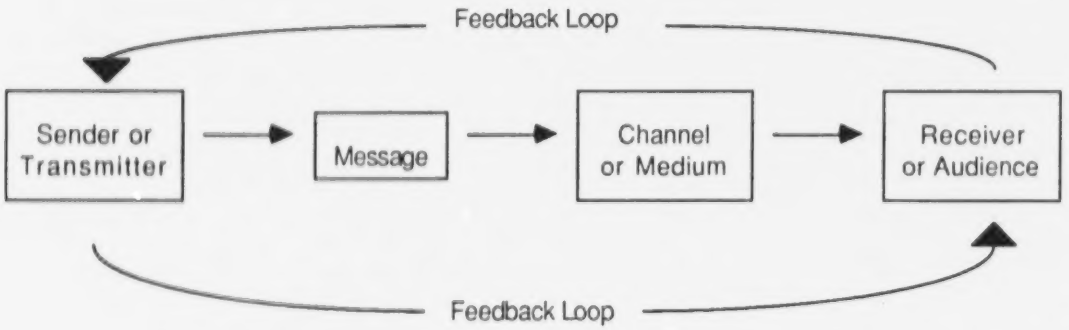

Figure 2. An elementary model of the communication process showing the major communication components.

The model of change described here -- a type of social action change -- suggests that change and communication are closely linked; change involves the teaching of new ways or processes and the learning of those ways or processes. The teaching/learning effort involves communication. (Indeed, even self learning and reflection involve communication -- Intrapersonal communication or talking to oneself!) In these ways, communication process and theory influence and "drive" change; the various communication components play differential roles in the change. That is, by varying the sender (transmitter) depending on the communication purpose (in this case the level of change -- awareness, trial/evaluation, adoption/use) and the receiver or audience, persons working with the change process can move

the participants through a teaching/learning process that will facilitate change. Those working with change should attend carefully to adjusting the communications components (Figure 2) depending upon the purpose of the change (The Change Level, Figure 1). This idea is represented in Figure 3.

PURPOSES Change Levels (see Figure 1)	MAJOR COMMUNICATIONS COMPONENTS (See Figure 2) Transmitter or Sender	Message	Medium or Channel	Audience or Receiver
I. Awareness/ Interest Dissemination				
II Trial/Evaluation Demonstration				
III. Adoption/Use Diffusion or Coaching				

Figure 3. Relationships of change levels and communications components as a planning format to guide change efforts in education (a social-interaction and learning process).

For example, in change level I the "change agent" can employ dissemination strategies such as one-way communications to large audiences. The strategies might include an inservice presentation, a speech, an article or two from a journal. These steps make people aware of new ideas and help people become interested in them. The audience may be large and undifferentiated or as precise as the single individual. The "sender" might be an expert or consultant.

At change level II the people must get closer to the idea. They need to ask questions and develop skills. The audience will be small groups (or individuals) who will benefit from a "sender" who is using or doing the new thing. Persons may go to see a demonstration and engage in two-way communications. At Level III the persons who have become interested in changing and who have determined that the change will benefit them (and/or their performance) will begin to use the new idea(s) as they are coached/helped by others who both reinforce the change and teach the refinements. Figure 4 shows an expanded communication/change model incorporating ideas shown in Figures 1-3 and suggestions for action in each of the stages or levels of change.

Description and Activity	CHANGE PROCESS LEVELS (Levels I-III are in Figure 1) I	II	III	IV
Message (Purpose)	Understanding. Conceptual Control.	Skill Building. Expanded Knowledge Base.	Transfer of Skill and Knowledge.	Application of Skills and Knowledge. Relationships.
Relation to Change	Awareness/Interest; Initiation. Dissemination.	Trial/Evaluation; Implementation. Demonstration.	Use/Adoption; Incorporation. Diffusion.	Institutionalization and Renewal.
Method(s) and/or Media	Lecture, Reading. Some Question & Answer (Q&A). Didactic. One-way Communication.	Demonstration. Group Work. Discussion. Critique. Q&A. Two-way Communication. Case Studies; Case Record.	Practice with Feedback. Simulation; Role Play. Involvement. Q&A. Coaching; Counseling. Development of "Action Plan."	Practice with Feedback. Synthesis and Application. Counseling. Consulting. Self Motivation.
Targeted Audience	Undefined; Uncertain.	General Definition.	Specific Definition.	Precisely Defined.
Mode(s)	Large group. Individual.	Small group. Individual.	Small group; Mostly one-on-one. Individual.	Pairs, Teams, Coaching. Individual work. Peers.
Assessment Strategies	Paper-Pencil Tests. Memory.	Oral and Written Test Processes. Demonstration.	Observe & Critique. "Paragraph Analyses."	Discuss/Refine. Informal Processes. Elaborate Design.
Learning Style(s)	Cognitive; Print-Oriented.	Oral/Aural.	Interactive/Motor.	Combined (several).

Figure 4. A suggested communication/change model to guide education change activities. The Model suggests ways that the change may be initiated and monitored. Terms are combined from several authors: Rogers, 1962; Rogers & Shoemaker, 1983; Achilles & Norman, 1974; Berman & McLaughlin, 1974 and 1978.